

Session 3: Working with PERILL

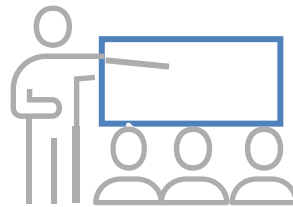
Session 3 overview

Focus areas	Learning outcomes
Deep dive into the PERILL model and diagnostic	Learning about PERILL, when would you use it and how to position it with a team or organization
Using PERILL as a model or with the PERILL App	Differentiating PERILL as a model, tool and App against other tools and diagnostics
Delivering PERILL reports	Debriefing PERILL with a team

Using PERILL



Diagnostic



Framework



Tool

Ways to use PERILL

Beginning

Business Case - Conversation starter (BD), Consulting tool, health check

Surfacing areas of focus/possible outcomes

Discovery - understanding the team

Diagnosis - raise awareness,

Model for education and awareness

Creation of shared language and understanding

Middle

Measuring progress, mapping changes

Refocusing, renewing, re-scoping

A tool for stakeholder communication

A tool for working with situations, problems

Increasing awareness

Generating systemic and CAS awareness

End

Framework or guide for outcome reviews

Model for the team to coach itself

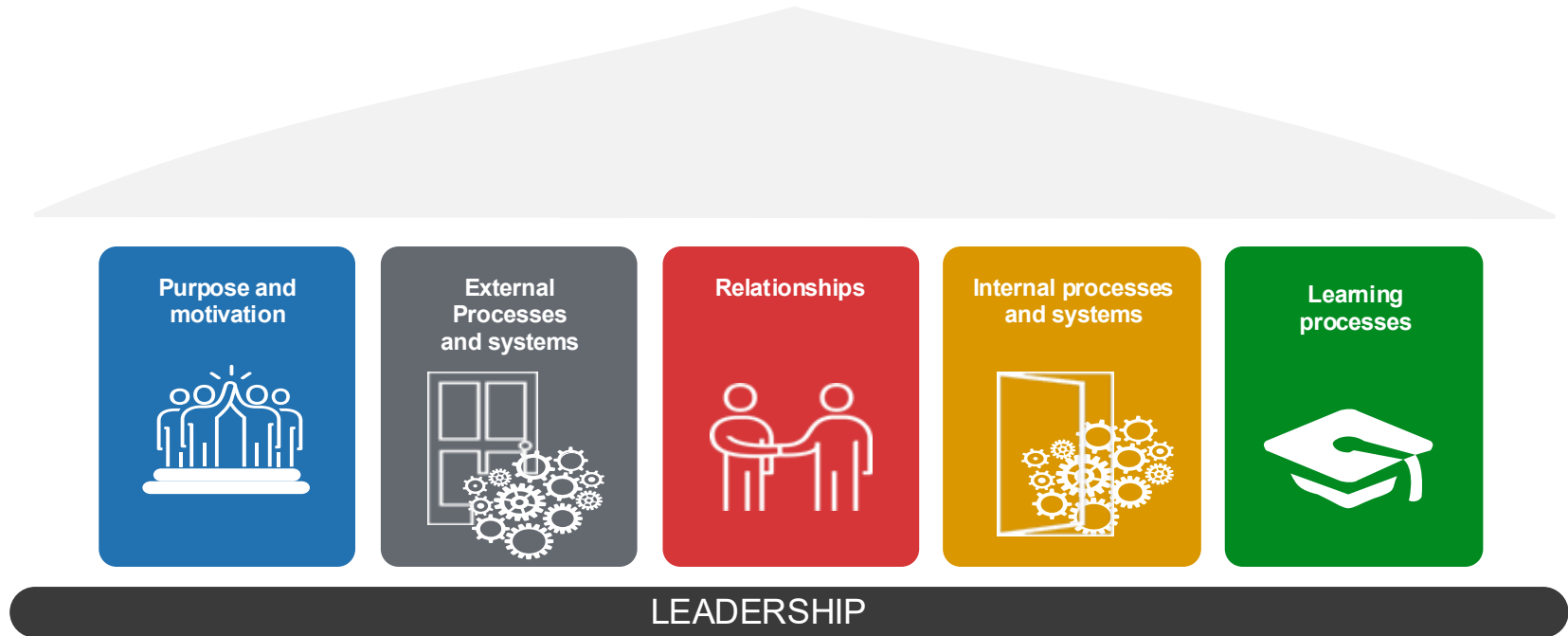
Lens for ownership, accountability and responsibility for the team

Framework for observation of changes, reporting and repair

As a question generator

Increasing systemic and CAS awareness

6 Pillars of the PERILL Model



How the pillars interlink

Leadership Qualities & Behaviours	Purpose & Motivation	Externally Facing processes	Relationship	Internally Facing processes	Learning
Purpose & Motivation	LQB				
Externally Facing processes		LQB			
Relationship			LQB		
Internally Facing processes				LQB	
Learning					LQB

When the pillars are in alignment

Leadership Qualities & Behaviours	Purpose & Motivation	Externally Facing processes	Relationship	Internally Facing processes	Learning
Purpose & Motivation	LQB	Alignment of values between the team and its key stakeholders	Working enthusiastically together towards shared goals	Clarity of priorities; putting collective priorities before personal	Actively seeking ways to leverage and expand team strengths
Externally Facing processes		LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationship			LQB	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
Internally Facing processes				LQB	Culture of continuous process improvement
Learning					LQB

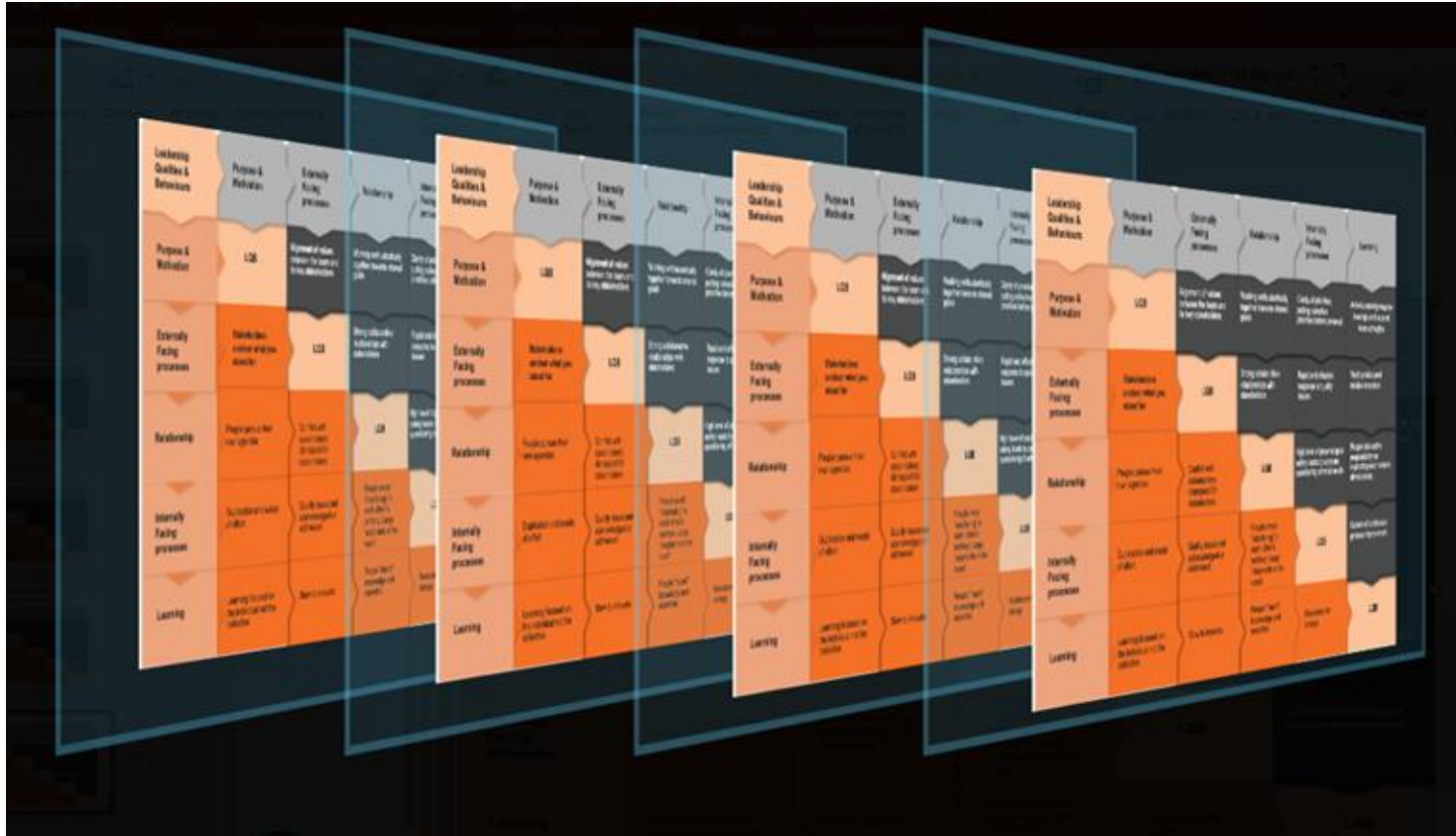
When the pillars are not in alignment

Leadership Qualities & Behaviours	Purpose & Motivation	Externally Facing processes	Relationship	Internally Facing processes	Learning
Purpose & Motivation	LQB				
Externally Facing processes	Stakeholders unclear what you stand for	LQB			
Relationship	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB		
Internally Facing processes	Duplication and waste of effort	Quality issues not acknowledged or addressed	People avoid "interfering" in each other's territory. Large "elephants in the room".	LQB	
Learning	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

The PERILL model in full

Leadership Qualities & Behaviours	Purpose & Motivation	Externally Facing processes	Relationship	Internally Facing processes	Learning
Purpose & Motivation	LQB	Alignment of values between the team and its key stakeholders	Working enthusiastically together towards shared goals	Clarity of priorities; putting collective priorities before personal	Actively seeking ways to leverage and expand team strengths
Externally Facing processes	Stakeholders unclear what you stand for	LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationship	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
Internally Facing processes	Duplication and waste of effort	Quality issues not acknowledged or addressed	People avoid "interfering" in each other's territory. Large "elephants in the room".	LQB	Culture of continuous process improvement
Learning	Learning focused on the individual not the collective	Slow to innovate	People "hoard" knowledge and expertise	Resistance to change	LQB

Linking PERILL CAS



Purpose and motivation

- Do we all share the same narrative about the future?
- Where do we get our energy from?

How aligned are managers with strategy?

MIT Sloan Management Review survey of 4,012 managers published in early 2018 found that:

- Less than one third could correctly list three of their companies' top strategic priorities
- Top teams overestimate their own alignment
- Alignment plummets between top executives and their direct reports

*No one knows your strategy – not even your top leaders,
published February 12 2018*

External processes, systems and structures

- How can teams better understand and respond to the expectations of their stakeholders?
- How do social processes influence the way we perceive and behave towards stakeholders and other outsiders?

Relationships

- Why is trust such a critical aspect of high performance and how can team coaching build greater trust?
- How much collaboration between colleagues do teams actually need?
- How can team members become accountable for each other's well-being, development and performance?
- How do teams make diversity a performance enhancer, rather than a drag on performance?

Internal processes, systems and structures

- How does our team narrative enable and constrain us?
- How open to change are we?
- How do we avoid decision-making traps, such as the “sunk cost trap”?

Learning

- What helps and hinders learning within teams?
- Do different types of team have different issues with regard to managing their learning?
- How can teams increase the quantity and quality of the learning they experience?
- How can teams ensure they maintain a pace of learning appropriate to the pace of change around them?

Leadership

- How can teams get the kind of leaders they need?
- How can team coaches support weak team leaders?
(What if the team's main problem is its leader?)
- How does team coaching work in teams with distributed leadership?

Case study: Break out 1

Using the team coaching framework and PERILL within the context of the Sweet Dreams case:

- What does the PERILL model tell us about Alice's team?
- Based upon what you already know about the team, how might the elements of PERILL interact to produce positive or negative outcomes?

Complete the PERILL diagram and come back prepared to discuss with the group.

Where to start?
Relationships?
Systems and processes? Could this be depersonalised first? Could we test where they might find helpful to focus on first?

How much do we know? ->

Conflict
Undervalued
Personal agendas

Alice has faith in the team, wants to change, support, make a difference. Has respect for boss.

LQB	Purpose & Motivation	Externally facing processes	Relationships	Internally facing processes	Learning
Purpose & Motivation Could we link to systems / process?	LQB Where can she mitigate most effectively?	Alignment of values between the team and its key stakeholders	Working enthusiastically together towards shared goals	Clarity of priorities; putting collective priorities before personal	Actively seeking ways to leverage and expand team strengths
Externally facing processes	Stakeholders unclear what you stand for	LQB	Strong collaborative relationships with stakeholders	Rapid and effective response to quality issues	Rapid product and service innovation
Relationships	People pursue their own agendas	Conflict with stakeholders; disrespect for stakeholders	LQB Is Alice confident/ capable to turn around team?	High level of psychological safety leads to constant questioning of what we do	People take active responsibility for supporting each other's development
Internally facing processes	Duplication and waste of effort	Quality issues not acknowledged or addressed	People avoid "interfering" in each other's territory. Large "elephants in the room".	LQB	Culture of continuous process improvement
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What are the **strengths** that could be built on, awards in the past? What could we learn and acknowledge from that?

Skills: Where does she need the most support with what she's taken on?

From Interviews: How do they work together, Stefan's influence, Ravi's influence etc. Other factors to get on the table put language around?

Why Alice has been brought